

ANALYSIS OF THE VALUES OF RELIGIOUS TOLERANCE CONTAINED IN THE GOVERNMENT INTEGRATED THEMATIC COMPANY BOOK IN THE FRAMEWORK OF CIVIC EDUCATION LEARNING

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Abstract: This research analyzes the value of religious tolerance contained in an integrated thematic companion book for grade 2 within the scope of Civics Education learning based on Tillman D (2004) in Values Education for Young Adults. Risa Pratono's translation). Jakarta: Grasindo. This study uses a descriptive qualitative method with the instrument in the form of documentation. The data source used is a document: "Buku Penauntuk SD/MI Kelas 2 within the scope of Civic Education material". The results of the study indicate that a tolerance attitude is taught in the KD content that has been arranged in the book. Of course, the teacher is obliged to teach students the material that has been contained in it. The values of tolerance found include (1) peace is the goal; (2) tolerance is open and receptive to the beauty of difference; (3) tolerance respects individuals and differences; (4) tolerance is mutual respect for one another; (5) the seeds of intolerance are fear and indifference; (6) the seed of tolerance is love; (7) if there is no love, there is no tolerance; (8) who know to appreciate the goodness in others and situations have tolerance; (9) tolerance means dealing with difficult situations; and (10) tolerance for the discomforts of life by letting go, lighten up, and let others down.

Keywords : value, tolerance, religion

strengthening the value of tolerance in society is very important.

INTRODUCTION

In social life, there must be a variety of differences. From one country to another, even within a country, there must be differences. This difference produces a unique cultural diversity and identity. Indonesia is famous for its diversity (Hasanah, 2019). Starting from ethnicity, race, religion, language, customs and others. Indonesia is indeed a country that is famous for its diversity of tribes, beliefs, customs and cultures. This cultural diversity has received both positive and negative views. In a positive view, people can get along and respect the culture of each region. In a negative view, this culture will cause divisions between people with no mutual respect between cultures. Therefore,

According to Agus in his book "Sosiologi Toleransi" (2020), tolerance can be interpreted as an attitude of respect. Respect differences in beliefs, habits, beliefs, and behaviors, even though these differences contradict their views. The teaching of tolerance is the embodiment of religious education. The notion of religious tolerance is an attitude of mutual respect and respect for differences between the beliefs of each individual.

Indonesia already has Pancasila as the nation's foundation (Dewantara, 2015). The first principle of Pancasila acknowledges that all Indonesian people believe in divinity according to their respective religions. The Indonesian people are freed and without coercion in choosing their own beliefs. In other precepts, there is the value of

tolerance contained in the dimensions of humanity, unity, democracy, and social justice. Even though it already has a national foundation, there are still cases of intolerance.

There are many cases of religious intolerance in Indonesia. From a release conducted by The Wahid Institute, it was found that from January 2012 to December 2013, there was a very high spirit of antitolerance among religious groups. (2014). There were 245 cases of intolerance in the form of intimidation, bans and physical attacks. From this, it has been seen that the Indonesian people still do not understand the values of tolerance.

The fact that there is a tolerance violation is formed because of the low character values. Education has a big role in the quality of the nation's character which can be done through character education. Learning that can contain the teachings of tolerance is Citizenship Education (PPKn). The purpose of these subjects is to form students who can become citizens, citizens of the nation and who have hope for themselves, their families and their country to achieve common goals (Magdalena, I., Haq, A. S., & Ramdhan, 2020). Teachers are tasked with teaching moral values to students through learning. The result will be students who care, are moral, have a spirit of tolerance and certainly impact academic values. Student books must already have criteria for religious tolerance values.

According to Tillman (2004) there are 10 values of tolerance, including: (1) peace is the goal; (2) tolerance is open and receptive to the beauty of difference; (3) tolerance respects individuals and differences; (4) tolerance is mutual respect for one another; (5) the seeds of intolerance are fear and indifference; (6) the seed of tolerance is love; (7) if there is no love, there is no tolerance; (8) who know to appreciate the goodness in others and situations have

tolerance; (9) tolerance means dealing with difficult situations; and (10) tolerance for the discomforts of life by letting go, lighten up, and let others down. Researchers will use these values to determine whether tolerance values are taught to elementary school students.

The description above encourages researchers to analyze what religious tolerance values are contained in student books. The researcher focuses the analysis on the Government's Integrated Thematic Companion Book in the class 2 Civic Education frame.

METHOD

This research uses the descriptive qualitative method. The descriptive qualitative method is research that emphasizes the analysis of a picture, table, numbers, and writing (Anggito, 2018). The descriptive qualitative method explores the phenomenon from an object under study as deeply as possible. The object in this study is a document, namely the Buku Pena Kelas 2. This study will describe the facts in the book, so the researcher will provide an overview of the tolerance value contained in the Buku Pena Kelas 2 in scope of Civic Education material. The data collection technique in this research is documentation from books as the primary data source. The analysis technique of this research uses content analysis on the writings that are the object of the research.

RESULT

The results of this study are to describe the values contained in Buku Pena Jilid 2B in the scope of Civics Education by using the theory from Tillman., Diane (2004) namely the character of tolerance contained in the Supriyanto and Wahyudi's journal (Supriyanto & Wahyudi, 2017). Researchers focus the theory on

documenting evidence. Researchers also make indicators of the core theory, among others:

Table 1
Tolerance Value Indicators

No	Tolerance Character	Indicators	
1	Peace is the goal;	Creating peace	<ul style="list-style-type: none"> a. Harmony is always a priority. b. Avoiding contention. c. Cultivate brotherhood.
2	Tolerance is open and receptive to the beauty of difference;	Respect individual and group differences	<ul style="list-style-type: none"> a. Accepting differences. b. Not discriminating attitudes in individuals or groups that have differences. c. Caring for individuals or groups who have differences. Rejecting discrimination. d. Loveing difference. e. Appreciating and f. respect differences.
3	Tolerance respects individuals and differences;		
4	Tolerance is mutual respect for one another;		
5	The seeds of intolerance are fear and indifference;		
6	The seed of tolerance is love;		
7	If there is no love, there is no tolerance;		
8	Who know to appreciate the goodness in others and situations have tolerance;		
9	Tolerance means dealing with difficult situations; and		

10	Tolerance for the discomforts of life by letting go, lighten up, and let others down.	Build sensitivity in the surrounding environment	<ul style="list-style-type: none"> a. Thinking clearly when making decisions on differences. b. Legowo ehen taking a stand in difference. c. Fairness in difference. d. Upholding the value of unity and integrity.
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From these indicators, researchers can tolerance. The results found by researchers focus on things that are included in the are as follows:
research theme, namely the value of

Table 2
Indicator Links With Books

No	Indicator		PEN BOOK VOLUME 2B Learning Activities 3 Sub Theme 3 PPKn KD 3.3 and 4.3			
			Religious Diversity at school	How to respect religious diversity	Maintain harmony	Respect for religious diversity in schools
1	Creating peace	a. Always put harmony first.	√	√	√	√
		b. Avoiding contention.	√	√	√	√
		c. Cultivate brotherhood.			√	
2	Respect individual and group differences	a. Accepting differences.	√	√	√	
		b. No discriminating attitudes in individuals or groups that have differences.	√	√	√	√

	surrounding environment	b. Legowo when taking a stand in difference.			√	
		c. Fairness in difference.		√	√	
		d. Upholding the value of unity and integrity.	√	√	√	√
		c. Caring for individuals and groups who have differences.		√		
		d. Rejecting discrimination.	√	√	√	√
		e. Loving difference.	√		√	
		f. Appreciating and respecting differences.	√	√	√	√
3	Build sensitivity in the	a. Thinking clearly when making decisions on differences.		√	√	

In the Buku Pena Jilid 2B on Civics material which focuses on learning theme 3 and sub-theme 3, there are several scopes of material, including (1) Religious Diversity

in schools (2) How to respect religious diversity (3) Maintaining harmony (4) Attitudes to respect religious diversity at school. In the analysis of this book, the researcher synchronizes the indicators into the material. So that there is

continuity between the indicator and the material.

The table shows that the existence of each scope of material in Buku Pena is related to tolerance. Based on the Basic Competencies that students in the Civics Education material must achieve and the indicators formed prove that learning in Indonesia, especially at the elementary level, has been cultivated tolerance values. This shows that the learning system in Indonesia has introduced and taught the value of moderation or the value of religious tolerance in children.

In the table children are always taught to prioritize 3 things, such as:

1. Creating peace, including:

- a. This harmony can be proven in the sentence fragment "... menjaga kerukunan dengan teman" (materi Keberagaman Agama di Sekolah, pendamping pembelajaran 2)
- b. Avoiding conflict can be proven in the sentence "..... tidak boleh membedakan teman" (materi Keberagaman Agama di Sekolah, pendamping pembelajaran 2)
- c. Cultivate brotherhood can be proven in the sentence "bermain bersama tanpa membedakan" (menjaga krukunan, pendamping pembelajaran 3)

2. Respect for individual and group differences, including:

- a. Accepting differences can be proven in the sentence "... kita harus saling menghargai dan menjaga kerukunan dengan teman". (keberagaman agama di sekolah, pendamping pembelajaran 2)

- b. Not discriminating attitudes in individuals or groups who have differences can be proven in the sentence "bermain tanpa membedakan". (sikap menghargai keberagaman agama di sekolah, pendamping pembelajaran 4)

- c. Caring for individuals and groups who have differences can be proven in the sentence

"kita hendaknya menjawab ketika ada teman yang mengucapkan salam". (cara menghormati keberagaman agama, pendamping pembelajaran 3)

- d. Rejecting discrimination can be proven in the sentence "kita tidak boleh membedakan teman". (keberagaman gama di sekolah, pendamping pembelajaran 2)

- e. Loving differences can be proven in the sentence "saling menghormatin antar pemeluk agama..." (menjaga krukunan, pendamping pembelajaran 3)

- f. Appreciating and respecting differences can be proven in the sentence kalimat "saing menghargai menciptakan kerukunan". (sikap menghargai keberagaman agama di sekolah, pendamping pembelajaran 5)

3. Building sensitivity in the surrounding environment, including:

- a. Thinking clearly when making decisions in differences can be proven in

the sentence “ucapian salam yang umum”. (cara menghormati keberagaman agama di sekolah, pendamping pembelajaran 3)

- b. Legowo when taking a stand in difference can be proven in the sentence “tidak mengganggu saat teman sedang beribadah”. (cara menghormati keberagaman agama di sekolah, pendamping pembelajaran 3)
- c. Fairness in differences can be proven in the sentence “walaupun berbeda-beda agama, kita tidak boleh membedakan teman”. (keberagaman agama di sekolah, pendamping pembelajaran 2)
- d. Upholding the value of unity and unity can be proven in the sentence kalimat “kerukun dapat menciptakan persatuan”. (sikap menghargai keberagaman agama di sekolah, pendamping pembelajaran 5)

CONCLUSION

The conclusion of this research is the introduction and teaching of the value of religious tolerance at level 2 Elementary School in the content of PPKn material. The government has made a policy that the Basic Competence that grade 2 elementary school students must achieve is the value of religious moderation which is packaged in light material. The light material refers to simple attitudes and actions taken by students at school and at home. These attitudes are aimed at himself, friends, teachers and others around him.

The attitude shown by students must adhere to the basic competencies taught. Teachers must play an active role in inculcating these values. The teacher's role is to convey material to students, provide

understanding, and guide students to have a tolerant attitude towards differences, especially religion. the indicators that have been described are evidence that there is teaching of tolerance in Civics learning for grade 2 Elementary School. The implementation and achievement of these goals is an important point in teaching to become the next generation of a moderate nation.

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